



What is the Curriculum Development and Supplemental Materials Commission?

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) was established in 1927 as an advisory body to the State Board of Education (SBE), that has constitutional authority to adopt textbooks in grades one through eight (Article IX, Section 7.5). The SBE values the Commission as a resource for advice and insight into a broad and complex range of issues. The Commission also coordinates activities that require more time than the SBE can devote to those functions.

All proceedings of the Curriculum Commission are governed by the Bagley-Keene Open Meeting Act (*Government Code* Sections 11120-11132) and are conducted openly so that the public may be fully informed.

What is the role of the Curriculum Commission?

The primary role of the Curriculum Commission is to advise the State Board on the adoption of K-12 curriculum frameworks and K-8 instructional resources. *Education Code* Sections 60204 and 60605 define the Commission's duties. The Commission shall:

- (a) Recommend curriculum frameworks to the State Board that comply with the provisions of *Education Code* Sections 60605 (f) to ensure that curriculum frameworks are aligned with statewide standards.
- (b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and which comply with the provisions of Article 3 (commencing with Section 60040) of Chapter 1. The criteria developed by the commission shall be consistent with the duties of the State Board pursuant to Section 60200. The criteria shall be public

information and shall be provided in written or printed form to any person requesting such information.

- (c) Study and evaluate instructional materials submitted for adoption.
- (d) Recommend to the State Board instructional materials which it approves for adoption.
- (e) Review and have the authority to adopt the educational films or videotapes produced in accordance with Article 3 (commencing with Section 52740) of Chapter 11 of Part 28.
- (f) Recommend to the State board policies and activities to assist the department and school districts in the use of the curriculum framework and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.

What is the composition of the Curriculum Commission?

The Commission consists of 18 members as defined in *Education Code Section 33530* (amended 1989).

Commission members:

- Thirteen members appointed by the State Board
- One member appointed by the Governor
- One member appointed by the Speaker of the Assembly
- One member appointed by the Senate Rules Committee
- One state senator
- One state assembly member

This same section of the *Education Code* sets out specific criteria for the State Board to follow in making appointments.

Criteria for State Board appointments:

- At least 7 should be recognized authorities in specific subject matter fields.
- At least 7 should be current K-12 classroom teachers, mentor teachers, or both.
- All appointments should be broadly representative of various ethnic groups and types of school districts in California.

Terms

E. C. Section 33532(a) states: "Commission members shall serve for four-year terms and shall not be eligible to serve more than one full term. Prior service on the commission for a term of less than three years resulting from an initial appointment or an appointment for the remainder of an unexpired term shall not be counted as a full term."

Role of Standards in Curriculum Frameworks and Adoptions

Standards have been adopted by the State Board of Education in the areas of English/language arts, mathematics, science, history-social science, and visual and performing arts. In these subject areas, standards are the foundational documents that express what students should know and be able to do. The curriculum frameworks give guidance on how to teach the standards, and instructional materials follow the frameworks' guidelines about standards-based instruction. At the elementary level, the State Board asks schools to give priority to English/language arts and mathematics and include science and history-social science where possible.

How are curriculum frameworks developed?

In accordance with the State Board's framework and adoption schedule, if the State Board of Education determines that a new or revised framework is needed, a Curriculum Framework and Criteria Committee is appointed by the State Board for that purpose. Under the Curriculum Commission's guidance, the Curriculum Framework and Criteria Committee develops a draft framework for the Commission's consideration. All Curriculum Framework and Criteria Committee meetings are public meetings and include the opportunity for any interested and concerned party to address the members.

The Curriculum Commission is responsible for conducting a field review of each draft framework prior to recommending the draft to the State Board. Once approved for field review, copies are mailed to interested individuals, posted on the Internet, and placed on public display in the Learning Resources Display Centers throughout California. Members of the public may submit written comments to the Curriculum Commission and/or the State Board. The Curriculum Commission holds public comment sessions on the draft framework prior to considering the framework for recommendation to the State Board. The State Board also holds a public hearing prior to considering the framework for adoption. After adoption by the State Board, frameworks are available for purchase through the California Department of Education's Publications Sales Unit.

How are K-8 Instructional Materials Adoptions conducted by the State?

The instructional materials adoption process involves three concurrent steps:

- **Legal compliance review:** The legal compliance review, also known as the “social content review”, is conducted to ensure that all instructional resources used in California public schools are in compliance with *Education Code sections 60040-60045 and 60048* as well as State Board guidelines contained in the document, *Standards for Evaluation of Instructional Materials with Respect to Social Content*

- **Public review and comment:** The adoption process is designed to ensure that the public has the opportunity to review and comment on resources considered for State Board adoption. Samples of instructional resources submitted for adoption are available for public review at the Learning Resources Display Centers (LRDCs). Written comments on the resources are forwarded to the Curriculum Commission and the State Board for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission, and one before the State Board.

- **Education content review:** The education content review is based on specific evaluation criteria (typically contained in the curriculum framework for each subject) and the content standards (in the core subject areas) they embody. The criteria, like the frameworks, are developed by the Curriculum Commission and adopted by the State Board. Following a statewide recruitment and thorough application process, the Curriculum Commission recommends and the State Board appoints members of the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel (CRP). The IMAP is composed primarily of classroom teachers (but also includes a broad range of other participants, e.g., school administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all elements of the criteria. The CRP is composed of scholars, recognized subject matter experts who review materials according to the content criteria and standards to ensure that the materials are accurate, adequate in their coverage, and are based on current and confirmed research. CRP members review only those materials or parts of them that pertain to their expertise. They are a resource for the IMAP. IMAP & CRP receive training on the State Board-adopted criteria and individually review the submitted programs. The CRP examines the content adequacy of each submission. The IMAP and CRP present a report of findings to the Curriculum Commission on whether programs meet the criteria. The Curriculum Commission makes its adoption recommendation based on all the input received, i.e., commissioners consider the IMAP's recommendations, publisher responses, and written and oral comments from the public. They also study the submitted resources individually and, as noted

above, conduct public hearings prior to recommending resources to the State Board. The Curriculum Commission develops a written report containing the Commission's recommendation on each submission. This report is forwarded to the State Board. The State Board considers the Curriculum Commission's recommendations, related documents, and public comment prior to adopting (with or without conditions) or not adopting each submission. The final document is widely distributed. The adoption report is viewed by many as a consumer guide that highlights the alignment of submissions with the curriculum framework and, in some subject areas, the adopted content standards.

Opportunity for the public to provide input at the Curriculum Commission meetings

All proceedings of the Curriculum commission are governed by the Bagley-Keene Open Meeting Act (*Government Code* Sections 11120-11132) and are conducted openly so that the public may be fully informed.

What is the State Board of Education?

The State Board of Education was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the State Board's duties. The State Superintendent of Public Instruction is the secretary and executive officer of the State Board of Education.

The constitutional duties of the State Board are (1) the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction; and (2) the adoption of textbooks for use in grades one through eight.

E.C. Section 33031. The State Board, by statute, is the governing and policy-determining body of the CDE. Statute also assigns the State Board a variety of other responsibilities, including: “The State Board adopts rules and regulations for its own government, the government of its appointees, and the government of the state's public schools.”

The State Board adopts curriculum frameworks in the subject matter areas of reading/language arts, foreign language, history-social science, health, mathematics, physical education, science and visual and performing arts. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school. The State Board also adopts instructional resources in subject matter areas for kindergarten through grade eight. The state provides local educational agencies special funding each year for the purchase of adopted instructional resources. The State Board is authorized to study education conditions and needs of the state and make plans for the improvement of the administration and efficiency of the public

schools. The State Board, when authorized by statute, approves certain program plans for the CDE.

The State Board considers requests from local educational agencies to waive statutory and regulatory requirements.

The State Board approves statewide, rigorous academic standards for content and student performance in the core curriculum areas of language arts (including reading and spelling), mathematics, history-social science, and science.

The State Board adopts tests for the state assessment program. The State Board also approves the state's physical performance test, which is administered to students in grades five, seven, and nine.

The State Board reviews and acts on petitions to unify and reorganize school districts, determining whether the petitions meet statutorily established criteria for approval and, if approved, setting the area in which the local election on each petition will be held.

The State Board assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted for approval directly by the State Board. The State Board and State Superintendent have joint approval authority over petitions to establish charter districts.

The State Board allocates certain state and federal funding sources.

The State Board has specific authority to approve certain classroom configurations within the Class Size Reduction Program.

For more information about the Curriculum Commission, please contact Curriculum Frameworks and Instructional Resources:

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